ASHTON WEST END PRIMARY AND NURSERY SCHOOL

HALF-TERMLY PLANNER FROM 16.4.18 TO 25.05.18 CLASS 5JC

	16.04.18	23.04.18	30.04.18	7.05.18	14.05.18	21.05.18
ENGLISH Linked to Geography School Target I can make word choices through rich talk experiences using oracy strategies https://www.tes.com/teaching -resource/the-great-kapok- tree-rainforest-unit-and- resources-11108522 https://www.tes.com/teaching -resource/brazil-the-great- kapok-tree-performance- script-and-other-resources- 11262696	Where would you rather live? Focus on the doctor? What might her life be like in the city? Look at for and against living in the city/ forest	Why visit the rainforest. Look at animals, locations, weather, culture, traditions and places of interest. Children to write their own travel brochure to go to the rainforest.	Children to match different statements from the Kapok tree to the different animals in the story. Take on roles of the animals – role play, writing in the first person. Children to investigate one of the animals from the story – share their findings with other groups. Children to record statements that they would use as the animals that they have chosen to be in order to save their environment.	Children to use their investigating skills to create a fact file for a rainforest creature – link to science. Using technical vocabulary, formal language, headings, sub headings. Produce fact files for geography display.	Using Disney's Rio. Recognising prefixes and suffixes from Year 5 Grammar. Children to watch selected parts of the film and write in the first person and using forms of the past tense. Investigate letter writing – children to write in role as Tulio why it is important for Blu to go back to Brazil	Children to watch the rest of the film – recording the events as they happen. Children to write their own ending of the story from the point of view of different characters. Using narrative language, first person, dialogue, fronted adverbials, formal and informal language
MATHS School Target I can recognise fractions of shapes and amounts and order fractions in ascending and descending order.	Percentages Recognise the percent symbol (%) and understand that percent relates to number of parts per hundred. Write percentages as a fraction with denominator 100 and as a decimal.	Percentages Solve problems which require knowing percent and decimal equivalents of fractions and those fractions with a denominator of a multiple of 10 or 25	Geometry – Angles Know angles are measured in degrees, estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees.	. Geometry – Angles Identify angles at a point and one whole turn (360), angles at a point on a straight line and a half turn (180) and other multiples of 90	Geometry – Shapes Identify 3D shapes, including cubes and other cuboids from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles.	Geometry – Shapes Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
SCIENCE Living Things and their habitats (Linked to geography)	Discuss the different animal classifications. What living things can be found in the Rainforest? Investigate food chains of these areas. Write classifications for animal groups. SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing	Investigate the life cycles of mammals including humans and discuss how these are different / similar to other mammals we have studied. SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, finding things out using a wide	Investigate the life cycles of rainforest animals . What makes these animals different? Children to investigate different species of animals. Compare to same species in other parts of the world . SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns,	Investigate amphibians that live in the rainforests. Complete life cycles. Where do these creatures live? SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, finding things out using a wide range of secondary sources of information.)	What plants can be found in the rainforests? Children to investigate the life processes – how do these plants reproduce? SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, finding things out using a wide range of secondary sources of information.)	Children to compile information books on the living things that live in the Rainforests – look at endangered species and how we can help these creatures. SKILLS Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, finding things out using a wide range of secondary sources of

patterns, grouping and	range of secondary	grouping and classifying,	Begin to report and	Begin to report and	information.)
classifying, finding	sources of information.)	finding things out using a	present findings from	present findings from	Begin to report and
things out using a wide	Begin to report and	wide range of secondary	enquiries.	enquiries.	present findings from
range of secondary	present findings from	sources of information.)	Begin to use and develop	Begin to use and develop	enquiries.
sources of information.)	enquiries.	Begin to report and	keys and other	keys and other information	Begin to use and develop
Begin to report and	Begin to use and develop	present findings from	information records to	records to identify, classify	keys and other
present findings from	keys and other	enquiries.	identify, classify and	and describe living things	information records to
enquiries.	information records to	Begin to use and develop	describe living things and	and materials.	identify, classify and
Begin to use and	identify, classify and	keys and other	materials.	Begin to recognise which	describe living things and
develop keys and other	describe living things	information records to	Begin to recognise which	secondary sources will be	materials.
information records to	and materials.	identify, classify and	secondary sources will be	most useful to research	Begin to recognise which
identify, classify and	Begin to recognise	describe living things	most useful to research	their ideas.	secondary sources will be
describe living things	which secondary sources	and materials.	their ideas.	Begin to identify scientific	most useful to research
and materials.	will be most useful to	Begin to recognise which	Begin to identify scientific	evidence that has been	their ideas.
Begin to recognise	research their ideas.	secondary sources will be	evidence that has been	used to support or refute	Begin to identify scientific
which secondary	Begin to identify	most useful to research	used to support or refute	ideas or arguments.	evidence that has been
sources will be most	scientific evidence that	their ideas.	ideas or arguments.		used to support or refute
useful to research their	has been used to support	Begin to identify			ideas or arguments.
ideas.	or refute ideas or	scientific evidence that			1
Begin to identify	arguments.	has been used to support			1
scientific evidence that		or refute ideas or			1
has been used to		arguments.			1
support or refute ideas					1
or arguments.					1
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ASHTON WEST END PRIMARY AND NURSERY SCHOOL

HALF-TERMLY PLANNER FROM 17.04.17 TO 25.05.17 CLASS 5JC

	WK 1	WK 2	WK 3	WK 4	WK 5	WK6
Art and Design			Identify aspects of	Investigating and making.	Investigating and making.	Evaluating
linked to Geography			celebrations and understand a	Begin to transfer their designs	Continue to complete their	Compare ideas, record
– headwear			variety of historical and	to 3D. Investigate and combine	design, adapting to suit the	methods and approaches in
			cultural interpretations.	visual and tactile qualities to	purpose. Finish and model	their own and others' work.
			Explore the work of artists	match the purpose of their	– does it suit the purpose?	Discuss how this could be
			and designers in relation to	design. Work collaboratively	SKILLS – Work in a	extended to costume
			costumes and headdresses.	and adapt their work according	safe, organised way,	SKILLS – Work in a safe,
			SKILLS – Use different	to their views.	caring for equipment.	organised way, caring for
			techniques for different	SKILLS – Work in a safe,	Adapt work as and when	equipment. Adapt work as
			purposes. Use sketchbooks	organised way, caring for	necessary and explain	and when necessary and
			to collect and record visual	equipment. Adapt work as	why. Develop different	explain why. Develop
			information from different	and when necessary and	ways of finishing work.	different ways of finishing
			sources as well as collecting	explain why. Develop		work
			source materials for future	different ways of finishing		
			works.	work.		
001 501						
COMPUTING	To understand that the web	To understand that the web is	To understand and describe	To understand and describe the	To explain the difference	The final type of WEB 2.0
Multimedia – Power	is not linear. To create a	not linear. To create a non-	the use of Web 2.0 tools. To	use of Web 2.0 tools. To give	between a blog and a wiki	tool that we will look at is
points	non-linear presentation	linear presentation containing	give examples of	examples of collaboration	To use an online surveying	online surveying. Ask: what
1	containing hyperlinks.	hyperlinks. Continue from	collaboration	Online using Web 2.0 tools.	tool and describe the	is a survey? When do we see

	(May take 2 lessons) Look at the overview of the lesson on the PowerPoint. (Recaps on the difference between internet and the WWW, then explains about the non-linear nature of the internet) Show a random webpage (Wikipedia is good for this) Ask: how can we tell where the hyperlinks are? Gather existing knowledge. Do chdn know where the hyperlink will take us? Ensure that they understand that some link to other pages on THIS website, whilst others link to external sites. Key Skills TBAT select and use a range of software and hardware tools to produce a presentation TBAT create hyperlinks for resources made or found. TBAT modify the presentation to make it more suitable for a different audience eg parents.	last week. Explain that we are going to use hyperlinks in PowerPoint. By doing this we will be able to create a Non-Linear PowerPoint quiz. Share the quiz (TES Resources- change the school name to ours before showing the children), complete as a class, and then again — explaining how it works. Explain that it is Non-linear and the order is dictated by hyperlinks. Open up the PPT to prove that the slides are not in the order that we clicked through. (if time allows also show the interactive book — made in the same way.) Demonstrate how to create the first few slides (demonstration version) and how to add hyperlinks to other pages in the file. Chdn now have the remaining time today to create a hyperlinked PowerPoint quiz or story book. Key Skills TBAT select and use a range of software and hardware tools to produce a presentation TBAT create hyperlinks for resources made or found. TBAT modify the presentation to make it more suitable for a different audience eg parents	Online using Web 2.0 tools. As a starting point for discussion ask: what is WEB 2.0? Has anyone heard this phrase before? Watch the quick animation here: https://www.youtube.com/wat ch?v=Bc0oDIEbYFc what do we think now? Ask chdn to go online and find as many web 2.0 tools as possible (within a time limit) ask them to list the name of the site, what it does and how users can interact with it. Explain that now (and in the next session too) we will be exploring and publishing our work on a Web 2.0 site. Show the Prezi website. Explain that the site is full of presentations from all around the world. Show this prezi quickly (so that chdn can see what can be achieve (ensure that they understand that it is a Web 2.0 version of PPT!) Now click to this link: http://prezi.com/pod9ulcuahto/how-to-use-prezi get chdn to work through Prezi on netbooks in pairs. Chdn to create a Prezi linked to monarchy if possible. Start researching in session one and then continue and finish in session 2. Key Skills TBAT choose and combine the use of appropriate ICT tools to complete a task	Continue from the work last week- children to complete in this lesson. Show prezi quickly (so that chdn can see what can be achieved (ensure that they understand that it is a Web 2.0 version of PPT!) Now click to this link: http://prezi.com/pod9ulcuahto/how-to-use-prezi get chdn to work through Prezi in pairs. Chdn to create a Prezi linked to history topic or work being completed in class if possible. Start researching in session one and then continue and finish in session 2. Key Skills TBAT choose and combine the use of appropriate ICT tools to complete a task	advantages and disadvantages of using online tools. Recap on what we mean by WEB 2.0 and the numerous tools which we discovered in the previous session. Show the DB primary home page. What type of WEB 2.0 tool is this? Chdn should understand that this is a mixture of several different ones! Has anyone used the blog? Ask someone to define what we mean by blog. Who uses them and why? What about Wiki's? What do we mean by Wiki, why are they used and what is the difference between the 2? Allow chdn some time to research this, using the questions provided (on research sheet) come back together as a class and discuss findings. All chdn to write a definition of a blog and a wiki. Key Skills TBAT critical evaluate the fitness for purpose of work as it progresses TBAT have experience of a range of ICT equipment and software TBAT describe and discuss their work and explain how and why they have used ICT	surveyors (trying to walk past pound land lol) we have all used surveys in maths – give chdn a couple of mins To think/pair/share why do we use them? What are the benefits and drawbacks? Explain that many people are now using online WEB 2.0 tools to conduct their surveys. Show the one below: http://wilsheredacre.polldadd y.com/s/what-is-your-favourite-day What might the benefits of an online survey be? (Anonymity, wider audience, bigger cross section of people etc) poll daddy.com Username – wilsheredacre Password – year6 (no spaces in either) Chdn to create an online survey. On a subject linked to our topic (fave animal, regions visited, manmade features visited etc) Allow the chance for chdn to answer one another's surveys (or do as a class if time is limited) Self/peer assess the surveys. Key Skills TBAT critical evaluate the fitness for purpose of work as it progresses TBAT have experience of a range of ICT equipment and software TBAT describe and discuss their work and explain how and why they have used ICT
D and T Paper Mache – Rainforest Birds	Children to use materials to make their toucans. How will they attach the parts of the bird. Children to evaluate their product during the making process.	Children to use materials to make their toucans. How will they attach the parts of the bird. Children to evaluate their product during the making process. Skills -to generate ideas				

	Skills -to generate ideas through brainstorming and identify a purpose for their product to draw up a specification for their design. to select appropriate materials, tools and techniques to measure and mark out accurately to use skills in using different tools and equipment safely and accurately to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	through brainstorming and identify a purpose for their product to draw up a specification for their design. to select appropriate materials, tools and techniques to measure and mark out accurately to use skills in using different tools and equipment safely and accurately to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others Apply their understanding of how to strengthen, stiffen and reinforce more complex structures				
EXTENDED ENGLISH	Read a piece of text and order sentences or events in the order they happened in the story.	Read a piece of text and then provide the children with a table chart of statements. Are the statements true or false? Are the statements fact or opinion?	Retrieve and record information/identify key details from a piece of non- fiction text.	Summarise the main ideas from more than one paragraph	Predict what might happen from details stated or implied.	Make inferences from the text/opinion.
GEOGRAPHY Rainforests http://ypte.org.uk/fa ctsheets/rainforests/i ntroduction?gclid= CjwKCAiAqbvTBR APEiwANEkyCAi Wr3Denk6N4ePn- 2Bs96bDgoUmgXaC dgzdUVt6J- a0VPeZLtBdMBoC YEOQAvD BwE&h ide donation prom pt=1 http://www.ks2comp lete.com/key-stage-	To find out about trade and industry in South America Do children know what world trade is? Can children name some of the biggest exports of South America? Can children identify some of the main industries in various South American countries? Key Skills Compare a region in UK	Watch and compare life in different Rainforests. How do humans survive in these areas. What do we want to know about how humans have adapted to the environment?	Children to research different tribes who live in the Rainforests. Class teacher to provide key questions. Children to use IPads and reference books – working in expert groups.	Children to continue with their research. Share their findings with other groups. Compile a booklet for display on the indigenous people of the Rainforest.	Investigate the climate in the tropics concentrating on the seasons. Rainfall graphs, comparisons. Introduce the term Monsoon and investigate the countries that experience monsoon season.	Review what we have learned about rainforests. Children to design holiday posters to promote the rainforest regions.

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2-topic/rainforests/	with a region in N. or S.					
https://www.tes.com	America with significant					
<u>/teaching-</u>	differences and					
resource/rainforest-	similarities.					
topic-planning-and-						
resources-part-1-	Eg. Link to Fairtrade of					
<u>6287501</u>	bananas in St Lucia (see					
	Geography.org etc for					
https://www.tes.com	free and commercially					
/teaching-	available packs on St					
resource/rainforest-	Lucia focussing on					
topic-planning-and-	Geography). Understand					
resources-part-2-	some of the reasons for					
6287503	similarities and					
	differences.					
History	NONE	THIS	HALF	TERM		
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MFL	Revise the alphabet and	Use symbols or photographs	Display a 10x10 grid. Label	Make some statements about	Revise and practice the	Revise and practice the
On the way to	numbers to 30 with the	to introduce children to a	the squares on the horizontal	the grid, eg <i>Il</i> y a une poste	names of the map symbols	names of the map symbols
school.	class. Children to play	number of places in the	axis with letters and those on	dans la case B, 30 (There is a	from the previous section.	from the previous section.
	alphabet ping pong.	locality, eg un magasin, un	the vertical axis with	post office in square B, 30).	Display a simple map with	Converse without support
	Combine revision of	café, un musée, une poste,	numbers. In some of the	Children reply with <i>vrai</i> if it is	appropriate symbols	about their journey to school.
	numbers with the alphabet,	une rivière, une gare. Say the	squares, place flashcards or	true and faux if it is false.	showing a real or imagined	gen eg en en
	by displaying an alphabet	words and ask children to	images of map symbols	Ask some children to lead this	journey to school. Explain	
	chart with	listen and repeat. Are there	showing features of the	activity, then go on to do it in	the map to the class and	
	each letter numbered in	any words that children think	locality. Uncover and name	pairs.	ask them to make the	
	sequence, eg A=1, B=2.	will be easy to remember?	the symbols that are in	Make a false statement about	appropriate action when	Key skills:
	Ask children to say, for	Practice saying the new	squares suggested by	the grid. Children identify that	they hear the name of a	Converse briefly without
	example,	vocabulary using games such	children. They repeat the	the statement is false. Ask what	place, eg Quand je vais à	prompts
	the letter that goes with	as Sur mes lèvres (Read my	name and choose an	could be changed in the	l'école, je passe devant une	Write words, phrases and a
	number 15 (Numéro 15,	Lips).	appropriate action to help	statement to make it true.	église et des magasins.	few sentences using a
	c'est quelle lettre?)	шрэ).	them remember. Some	(Children may choose to	Cinq minutes plus tard je	model.
	Provide some	Key skills:	children may benefit from a	change the place or the	passe devant une gare. Je	model.
	children with individual	Enjoy interacting even	visual reminder that they	coordinate.) Ask individuals to	traverse une rivière et	
	alphabet strips as extra	when they hear unfamiliar	should name the horizontal	repeat the statement but	après ça je passe devant	
	support. Play the game in	language.	axis first. Others may need a	changing an element to make it	un café. Je traverse la rue	
	pairs, with	Join in a short conversation	prompt sheet showing the	true. Repeat the activity with	au passage pour piétons.	
	children choosing to say	Write words, phrases and a	written words corresponding	different sentences.	Finalement, j'arrive à	
	either a letter or a number	few sentences using a model.	to the multiples of 10.	arrorent sentences.	l'école. (When I go to	
	and their partner giving the	iew sentences using a model.	to the muniples of 10.		school, I pass in front of a	
					church and some shops.	
	• Give children a sequence			Voy skills	1	
			Key skills:	Key skills:	Five minutes	
	of numbers that spell out a			Enjoy interacting even when	later I pass in front of a	
	familiar word, eg $19-1-12-21-20 = salut$.		Enjoy interacting even	they hear unfamiliar	station. I cross a river and,	
	C		when they hear unfamiliar	language.	after that, I pass in front of	
	• In pairs, children work		language. Join in a short conversation	Join in a short conversation	a café. I cross the street at	
	out their own coded words.			Write words, phrases and a	the pedestrian crossing.	
	They call out the numbers		Write words, phrases and a	few sentences using a model.	Finally, I arrive at school.)	
	for other		few sentences using a model.		171-211	
	171-211				Key skills:	
	Key skills:				Converse briefly without	
	Enjoy interacting even				prompts	
	when they hear				Write words, phrases and	
	unfamiliar language.				a few sentences using a	

MUSIC Charraga—Stopl Veur S summer 1 In professor generated the professor of the control of the		Join in a short				model.	
MUSIC Charagas—Stop! Vear 5 summer 1 1							
MUSIC Charanga—Stopl Voir S summer 1 In the place was grammassicaline, onkel 15921—section (18094-year) SUPPLY (18094-year) S		Write words, phrases and					
MUSIC Charmaga—Stop! Year 5 ammer 1 1		_					
Charanga—Stopt Voor 5 summer 1 Share 13694-years 2, 136123-summer 2, 136124-summer 2, 1361	AMIGIC		1		1 //	1 //	1
Part 5 simmer 1 Complete a quick body and vocal warm up nothing and here he legis to learn the song. AT least charm and her being in least man drybrain and here he legis to learn the song. AT least charm for Summer (1) A likely and vocal warm up near the song. AT least charm for song for the song of arm song of the son and the here legis to learn the song. AT least charm for Summer (1) A likely and vocal warm up near the song. AT least charm for song for the song of arm song of the learn the song. AT least charm for song of arm song of the learn the song. AT least charm for song of arm song of the learn the song. AT least charm for song of arm song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song. AT least charm for song of the learn the song of the learn the song of the learn the learn the song of the learn the learn the learn than the learn the learn than the learn							
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Section Position	Tear 5 summer 1				1/136127-step-/#planning		
Listen and Appraise — Scorp By Jonanni Mangona, Find the pulse adu use the on screen questions to appraise the pixex. Make a use of measured training by the compare with Storp! Miscal Activities: A. Use the Games Track and make use of the activity manual to support. Find and intermilises the pulse this week and begin to list, pixth and rhythm B. Add in some of the body and took usar mup activities (see manual) and then begin to learn the song. AT least chorus course my activities (see manual) and then begin to learn the song. AT least chorus course my activities (see manual) and then begin to learn the song. AT least chorus course my different make the song at Table and the properties of the properties way of the song and perform the song so far. Shills: Know how pulse, rhythm and pitch fit together. Shills: Know how pulse, rhythm and pitch fit together. Stills: Know how pulse, rhythm and pitch fit together							
Stop! By Joanna Mangona. Find the pulse ad use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece and compare with Stop! The pulse of the week and begin to link pitch and rhythm and pitch excitorities. Main pitch earlies of the piece and compare with Stop! The							
Find the pulse adu use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece. Make use of musical terminology to describe elements of the piece and compare with Stop! Compare with Stop! Musical Activities. A. Use the Games Track or the Compare with Stop! Musical Activities. A. Use the Games Track or the piece and compare with Stop! Musical Activities. A. Use the Games Track or the piece and use the on screen questions to appraise the piece. Make use of musical terminology to describe elements of the piece and compare with Stop! The compare with Stop! Musical Activities. A. Use the Games Track for the piece and compare with Stop! Musical Activities. A. Use the Games Track for this week. It was a different to list week in the sevel and begin to list pick and drythm and prich fit together. Find and internalise the pale this week and begin to list pick and drythm games in to file. B. Yadii is now of the body and vocal warm up. Continue to learn the song. Stop or appeal options this week learns to file. B. Complete a quick body and vocal warm up. Continue to learn the song of a caption options this week. Perform: Perform: Salits Know how pulse, rhythm and pitch fit together. PEFform: Skills Know how pulse, rhythm and pitch fit together. PEFform: That understand there are many different paying in different concerns the field of a budget to keep the decident of the field of a budget to keep the field of a budget to the properties way by any in different paying in different paying in different paying in different paying in different to plant the field of a budget to keep the field of a budget							
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use of musical terminology to describe elements of the piece and compare with Stop! Counted the difference and terminology to describe elements of the piece and compare with Stop! Musical Activities: A: Use the Games Track and make use of the activity manual to support. Find and internalise the pulse this week and begin to lisk pirch and rinythm adjetch and rinythm adjetch and rinythm adjetch and rinythm and pitch fit to learn the song. Smo or compositions week. Perform: Share what has been done during the lesson and perform the song so far. Skills: Know how pulse, rhythm and pitch fit together. PSHE & Citizensbip Managing Money PSHE & Citizensbip Managing Money PSHE & Citizensbip Managing Money of the song and proportate way on long less in the control of the piece and compare with Stop! Musical Activities: A: Use the Games Track for Stop – pour in additional rhythm and pitch activities the stop of the song so far. Skills: Know how pulse, thythm and pitch fit together. PERForm: Share what has been done during the lesson and perform the song so far. Skills: Know how pulse, thythm and pitch fit together. PSHE & Citizensbip Managing Money PSHE &					Make use of musical	and use the on screen	
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Williams family decide how to pay for goods and services during the course of a month. Explain that to afford all their payments this month, the Williams family will need to make some of the payments with their debit card and some with a credit card. Some pupils may need further support and require access to a calculator to check answers as they are working. In small groups or pairs, encourage pupils to explain their solution/s and practise their answers and reasoning so they are able to present their solutions later in the lesson. Extension activities Watch the 'What do you think? Ways to pay' video Use the 'further discussion' screen at the end of the video to provide pupils with an opportunity to express their views. OR use Infographic: 'Different ways to pay' to extend discussion. Plenary – discuss the problem and the advantages/disadvantages of using the credit card. Skills: Understanding the role and importance of money. Managing money. Make economic choices.

if they've ever received a shopping receipt for something they've bought. What information did it include? Why might it be useful to keep it? Use the presentation to take pupils through basic examples of other financial documents: payslip, bank statement, shopping receipt and utility bill. Ask pupils to complete the questions on the Bank statements activity sheet. Explain that pupils are going to carry out an interactive activity to help the Williams family create a budget sheet to show their monthly spending and saving. They'll need to read financial documents and make decisions around spending, to make sure the family doesn't spend more than they earn. Recap the terms 'income' and 'expenditure'. Complete the Creating a budget interactive and then discuss. . Skills: Understanding the role and importance of money. Managing money. Make economic choices.

starter activity to create a television advert to promote either a) keeping your money in a bank account, b) keeping your money in a savings account, or c) keeping your money at home. Invite groups or pairs to present their television advertisements. Ask pupils where they would keep £100 if they had the chance. Ask pupils to explain their answers and give reasons. Can other pupils suggest why this might be a good or bad idea? Skills: Understanding the role and importance of money. Managing money. Make economic choices.

presentation to elicit discussion. Hand out the Jobs and money activity sheet to each pupil. It's important to highlight that all salaries are average salaries, and that the money people earn in a job will vary depending on experience, different companies and location. If you wish, pupils can work in pairs to complete the sheet, which asks them to match the salaries with the nine jobs listed. After completing, invite your pupils to discuss, in groups or as a class, and to agree which jobs on the activity sheet go with which salary. Ensure that the pupils can justify their choices and explain their reasoning. Skills: Understanding the role and importance of money. Managing money. Make economic choices.

questions within the

complete the Jobs and money interactive to help them look in more detail at the different amounts of money people are paid for work, and explore why different jobs are paid at different levels. The interactive contains more information about a range of roles, so your pupils will be able to start considering more accurately the salary a job will pay, while taking into account the hours, qualifications, and personal qualities and skills needed. Once your pupils have finished the interactive, invite them to write a list of factors that influence job choices, and to think about how people decide what job they might want to do, e.g. an interest in a particular subject, keen on talking to people, want to be outside, number of hours they want to work each week, etc. Finish off the lesson by playing 'Jobs and money bingo'. Skills: Understanding the role and importance of money. Managing money.

Make economic choices.

help pupils start thinking about planning their charity event by completing their activity sheet. Pupils should fill in the first two boxes on the activity sheet, stating why, where and when their event will take place. In the following three boxes they will need to think about all the different equipment, ingredients and resources they will need, as well as how they will promote their event. Some pupils may find this easier to think about as a group activity, so provide paper for the group to use for brainstorming their ideas. The activity sheet can be used as a basis for planning any charity fundraising event and can easily be adapted to suit the needs of a range of learners. Working out the cost Show

the presentation: School

fundraising slide 7 and ask pupils to think about all the things they will need. They should use the internet to research the costs of each item. Encourage them to consider how to keep their costs down, for example, by searching a range of supermarkets or by buying a cheaper brand. Pupils might also consider paying a little more for some things, for example, using sprinkles or decorated cupcake wrappers to attract customers. Making a profit Using the presentation: School fundraising slide 8, explain to pupils that in order to be able to make a donation to charity, they need to make more money at their event than it cost to put on. In other words, they need to make a profit.

Bring pupils back together, show them the presentation: School fundraising slide 9

						and discuss their learning from the flipped learning bundle and the class activities. Skills: Understanding the role and importance of money. Managing money. Make economic choices. Responsibility in their attitudes to themselves and others and their community. Reflect on their participation in citizenship activities.
P.E. Rounders Resources and ideas from TES https://www.tes.com/t eaching- resource/rounders- term-plan-and- assessment-6208425	TBAT throw and catch a ball accurately. Warm up arms. Chn in groups of five in a line with one facing the rest. Throw the ball to partner and then run to back of line. Chn in pairs number themselves one and two and stand opposite each other. Throw and catch the ball.	TBAT develop the consistency of throwing skills. Warm up arms and legs. Chn in a big circle with 2/3 chn in centre running to receive a ball from a child on the side. 4 groups of 5 with a tennis ball take it in turns to throw at a target on wall – accuracy. 2 groups of 5 throw at hoops	TBAT develop batting skills in rounders. Warm up arms and legs. Chn to line in 4 lines and bowl aiming at centre of target. Then collect ball, run round cone and give to partner. Groups of 4 with one batter, bowler, backstop and fielder. Batter must aim to hit the ball to the fielder.	TBAT develop range of fielding techniques. Warm up arms and legs. 4 lines with one child holding hoop, one backstop and rest throwing through hoop to the backstop. Chn in 5 groups of 6. Coned area for each group with a catcher. Chn take it in turns to run out to field a ball and throw it to the catcher. A point scored	TBAT develop the understanding of the rules of rounders. Warm up arms and legs. Discuss the rules of the game of rounders and explain positions 4 teams, 2 games. Batter bats until they hit the ball and then they must run. - take bat with you when	TBAT develop the understanding of the rules of rounders. Warm up arms and legs. Remind chn of the positions in the game and add in 3 strike rule. 4 teams, 2 games. - 3 strikes and out rule. - take bat with you when you run.
	Chn to work with partner to complete 20 successful catches in a row. Chn throw a ball in air and clap as many times as they can before catching it. Run through teaching points while warming down. Key Skills I can analyse and explain why I have used specific skills or techniques.	on floor to test distance. 3 groups compete while other 3 watch and comment on S.C. Run through teaching points while warming down Key Skills I can analyse and explain why I have used specific skills or techniques.	5 bowls, hits and catches. Run through teaching points while warming down. Key Skills I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.	if caught. Change catcher. Team A has to pass the ball around to each member and back to bowler while Team B has to run around the course 2 lines of Partner 1&2. 1 runs out to field a ball and throw to 2. Change. Run through teaching points while warming down Key Skills I can make a team plan and communicate it to others. I can lead others in a game situation.	you run can be stumped out at the base if you don't reach it in time can be caught out if the ball is caught. Chn think of a warm down and stretches. Run through rules while warming down. Chn decide next lessons. Key Skills I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency. I can gain possession by working as a team. I can pass in different ways.	- can be stumped out at the base if you don't reach it in time can be caught out if the ball is caught Chn think of a warm down and stretches. Run through rules and playing positions while warming down. Key Skills I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.

R.E.	How do Christians today	How do Christians today try	What did Jesus teach about	Consider four Christian	Continue to work in expert	What would Jesus do?
What would Jesus	try to follow Jesus'	to follow Jesus' teachings	being generous and being	charities, funded by gifts.	groups and exchange	Introduce children to the
	3			Christian Aid. The Bible	information on their	movement WWJD? What do
do? Can people live	teachings about justice and	about justice and fairness?	greedy? Use the Bible story	.,		
by the values of	fairness?	Use Mark 9:35-37 and Luke	of the poor widow, Mark 12:	Society, The CofE's Children's	chosen charities. Children	they think that this means?
Jesus in the 21st	Use Mark 9:35-37 and	11:39-42. Discuss the words	41-44. Discuss being	Society and the Salvation	then to decide on which	Discuss the concept of
Century.	Luke 11:39-42. Discuss the	of Mother Theresa's prayer	generous, write an example –	Army. Why do people give to	charity they would support	temptation. Children to be
	words of Mother Theresa's	and listen to it. Children to	collect and choose a selection	these charities? What are they	and using the template of a	presented with scenarios (
	prayer and listen to it.	use the sayings of Mother	for discussion.	hoping for in return? Which	coin write three reasons to	P13) – WWJD? What would
	Children to use the sayings	Theresa – did she follow	Read The story of Jesus and	teachings of Jesus are they	be generous.	you do? Children to work in
	of Mother Theresa – did	Jesus well? Continue by	Zacchaeus, Luke 19:1-10 –	putting into action. Create	Skills - Explain how	their groups to decide.
	she follow Jesus well?	writing a short biography	develop a list of words that	expert groups within the class	selected features of	Skills - Explain how
	Skills - Explain how	Skills - Explain how selected	apply to each of the	to research the charities and	religious life and practice	selected features of religious
	selected features of	features of religious life and	characters in the story.	their histories. Skills - Explain	make a difference to the	life and practice make a
	religious life and practice	practice make a difference	Skills - Explain how selected	how selected features of	lives of individuals and	difference to the lives of
	make a difference to the	to the lives of individuals	features of religious life and	religious life and practice	communities	individuals and
	lives of individuals and	and communities	practice make a difference	make a difference to the lives	explain how some forms	communities
	communities	explain how some forms of	to the lives of individuals	of individuals and	of religious expression	explain how some forms of
	explain how some forms	religious expression are	and communities	communities	are used differently by	religious expression are
	of religious expression	used differently by	explain how some forms of	explain how some forms of	individuals and	used differently by
	are used differently by	individuals and	religious expression are	religious expression are used	communities. Explain	individuals and
	individuals and	communities. Explain how	used differently by	differently by individuals and	how some beliefs and	communities. Explain how
	communities. Explain	some beliefs and teachings	individuals and	communities. Explain how	teachings are shared by	some beliefs and teachings
	how some beliefs and	are shared by different	communities. Explain how	some beliefs and teachings	different religions and	are shared by different
	teachings are shared by	religions and how they	some beliefs and teachings	are shared by different	how they make a	religions and how they
	different religions and	make a difference to the	are shared by different	religions and how they make	difference to the lives of	make a difference to the
	how they make a	lives of individuals and	religions and how they	a difference to the lives of	individuals and	lives of individuals and
	difference to the lives of	communities	make a difference to the	individuals and communities	communities	communities
	individuals and	Communicies	lives of individuals and	mariadas ana communities	Communico	communicies
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DISPLAY PLANNED FOR THE HALF TERM

CLASS DISPLAY	HALL DISPLAY